

## One Child Policy Storyboards

**Background:** In “Geography and Demography”, de Blij introduces the concept of The Global Spiral and how various areas of the world attempt to manage finite resources and growing populations. In “communist” China, this attempt resulted in unforeseen demographic challenges.

**Purpose:** Your purpose in this assignment is to synthesize (bring together) six distinct historical events or concepts including *Patriarchy*, *Confucianism*, *Maoism*, *The Great Leap Forward* and *The Great Famine*, and *The One Child Policy* to understand why males of certain age cohorts constitute a disproportional percentage of Chinese society.

**Objective:** Your objective is to create a fictional story that weaves these various historical concepts together into one cohesive story with a plot, beginning, middle, and end.

**Methodology:** You will research, using approved sources, Patriarchy, Confucianism, Maoism, The Great Leap Forward and The Great Famine, as well as the One Child Policy. These approved sources can be found via HISD Library Services in The HUB, as well as links on my website, [www.chasetheworld.org](http://www.chasetheworld.org). After taking notes, you will create a story that tells how China’s current demographic situation is a result of the convergence of these six events and concepts. You will use digital resources from HISD Library Services or my website (NOT GOOGLING). You will need to cite your sources in and Annotated Bibliography. We will discuss citation and annotated bibliographies in class. As you research, continue to question how a particular concept or event played a part in China’s current demographic situation.

**Product:** Your final product will be an illustrated storyboard that synthesizes the six events and concepts into a fictional story discussing the reasons behind the current demographic situation in China (there are significantly more men than women in certain age groups today). Your grade will be based on your storyboard AS WELL as evidence of research via your annotated bibliography and citations.

**Scoring:** This is a summative grade. You will be assessed on your final storyboard, as well as your evidence of research and citations via your bibliography. A rubric is attached. ALL submissions will be due by 3:30 Nov. 7, 2019 in person, OR, by 11:59 Nov. 7, 2019 via the HUB. If submitting digitally via the HUB, you must provide as many clear pictures as necessary for me to assess your storyboard as well as submitting your bibliography. You will have some time to work in class on Oct. 25/26 and Oct. 29/30 but some classes will be short due to the PSAT administration.

# Rubric

| Category                             | Excellent 5pts  | Good 4pts   | Acceptable 3 pts   | Needs Improvement 2pts   | Poor 1pt   |
|--------------------------------------|---|---|--|--|--|
| <b>Evidence of Research</b>          | Evidence of research of all major themes via annotated bibliography                               | Evidence of 4 major themes or less via annotated bibliography   | Evidence of 3 major themes or less via annotated bibliography  | Evidence of 2 major themes or less via annotated bibliography  | Evidence of 1 or fewer major themes via annotated bibliography   |
| <b>Synthesis of Major Themes</b>     | Student demonstrates how all major themes interact to create negative effects of One Child Policy | Student demonstrates how 4 or fewer major themes interact to create negative effects of One Child Policy                | Student demonstrates how 3 or fewer major themes interact to create negative effects of One Child Policy | Student demonstrates how 2 or fewer major themes interact to create negative effects of One Child Policy | Student demonstrates how 1 or fewer major themes interact to create negative effects of One Child Policy |
| <b>Comprehension of Major Themes</b> | Student demonstrates understanding of all major themes  | Student demonstrates understanding of 4 or fewer major themes   | Student demonstrates understanding of 3 or fewer major themes  | Student demonstrates understanding of 2 or fewer major themes  | Student demonstrates understanding of 1 or fewer major themes  |
| <b>Citations</b>                     | Evidence of at least 5 correct citations  | Evidence of 4 correct citations   | Evidence of 3 correct citations  | Evidence of 2 correct citations  | Evidence of 1 correct citations  |
| <b>Storyline</b>                     | Student creates a complete story with fictional characters and unique plot                        | Student creates a complete story with fictional characters, however plot is not creative (teacher giving a lesson, etc) | Student creates a someone uneven story with fictional characters but poor plot or no plot                | No storyline was provided, no fictional characters, more of a description of each event                  | No storyline provided, only definitions of each event  |
| <b>Aesthetics</b>                    | Exceptionally aesthetically pleasing. Color used to enhance storyboard.                           | Aesthetically pleasing, no color used.  | Aesthetically acceptable   | Aesthetically poor, appears hurried or that little attention paid to illustrations                       | Little effort or attention paid to illustrations   |

Points awarded/30 x 100 = Percent Score (28/30x100=93%)

Examples of a storyboard from years past (and trust me – I’ve seen some very good storyboards done with STICK FIGURES – you don’t ned to be a visual artist to do well with this concept).

